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Nursery Rhyme
READERS

Little Boy Blue

Illustrated by Rob Heffernan

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Little Boy Blue,
come blow your horn.



The sheep's in the meadow.





Where's the boy who looks
after the sheep?



He's in the haystack
fast asleep.



Will you wake him?
No, not I!



For if I do,
he's sure to cry.

Teaching Tips

To enhance children's reading experiences, use these tips as you introduce and share the Nursery Rhyme Readers.

Before Reading

Show the cover of the book and read aloud the title. Have children comment on the cover illustration and tell what they know about the nursery rhyme. Since nursery rhymes often contain unfamiliar vocabulary, skim the book and introduce any vocabulary that will help children's understanding of the story. For example, for *Little Miss Muffet*, discuss *tuffet*, *curds*, and *whey*.



During Reading

The first time through, read the nursery rhyme aloud from beginning to end to let children hear the rhyme, enjoy it, and get a feel for the language. On subsequent readings, help engage children in the reading process by following these suggestions.

- * Model reading for children by tracking a line of print from left to right, turning the pages, and using picture clues. Invite children to comment on the illustrations on each page.
- * Reread the story, asking children to listen for words that rhyme. Then read aloud again, this time stopping at words that rhyme and letting children chime in on them. Next, invite children to join in for a shared reading, pointing to each word as you read it.
- * Model strategies for decoding words, such as finding beginning sounds, using picture clues, and sounding out words.
- * Point out punctuation and capital letters. Discuss what symbols such as periods, commas, question marks, and exclamation marks mean, and how they affect the reading of the rhyme.
- * Invite children to clap their hands along with you to the rhythm of the rhyme as you read aloud.

After Reading

Help children respond to the nursery rhyme by following these suggestions.

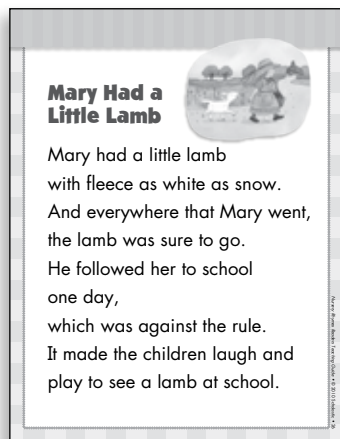
- * Ask questions to check for understanding. For example, after reading *Humpty Dumpty*, ask questions such as: *What happened to Humpty when he fell? Who tried to help Humpty after he fell? Why couldn't the king's horses and men put Humpty back together?*



- * Ask children if they liked the rhyme, and what they liked most or least. Have them retell the rhyme in their own words.

Using the Reproducible Nursery Rhyme Pages

After reading a nursery rhyme several times, give children a copy of the nursery rhyme reproducible to use for independent reading, for reading in pairs or groups, for classroom activities, and for sharing with family members. These pages are a great way to encourage repeated readings, develop fluency, and to do specific skill work.



Have children make a folder of the nursery rhyme pages. Provide a blank folder for children to title “My Nursery Rhymes,” and let them decorate it. Have them insert the nursery rhymes as they read them. They can also keep the Nursery Rhyme Reader Log in the folder, as well as activity sheets that they complete. Let children take home the folder to share with family members from time to time.

Have children follow along as you read the rhyme, tracking the print as you read. Ask them to underline or circle the rhyming words on their sheet. Also use the pages to have children identify specific letters, words with specific consonants, blends, vowel patterns, phonograms, and sight words. (You might wish to enlarge one copy of the rhyme and place it on an easel for children to see.)

Some of the lesson pages have specific suggestions for using the reproducible versions of the nursery rhymes.

Using the Lesson Pages and Reproducible Activity Pages

For each Nursery Rhyme Reader, use the activities on the lesson page found in this teaching guide to delve further into the areas of phonemic awareness, phonics, comprehension, vocabulary, reading, and writing. Each nursery rhyme includes a reproducible activity page specific to it. Spread the lesson and activities for each rhyme over several days.



Name Jack

Mary Had a Little Lamb
Write Your Own Story!

Mary's lamb followed her to soccer
practice.

What happened? It got the ball and
butted it into the goal.

Little Boy Blue



Little Boy Blue,
come blow your horn.
The sheep's in the meadow.
The cow's in the corn.
Where's the boy who looks
after the sheep?
He's in the haystack
fast asleep.
Will you wake him?
No, not I!
For if I do,
he's sure to cry.

Little Boy Blue

Learning With the Nursery Rhyme

See pages 6–7 for suggested ways to read and share the book with children. Then focus on the following activities.

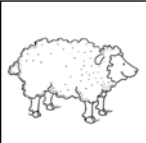
Blow Your Horn! Give each child a piece of paper and have him or her roll it into a “horn.” Tell children you are going to play a game in which they listen for rhyming words. You will say two words, and they will blow their horns if the words rhyme. Have children practice making a sound by tooting their “horns.” Use rhyming words such as the following, being sure to alternate with words that do not rhyme: *boy/toy, blue/shoe, blow/show, horn/corn, sheep/asleep, cow/now, looks/cooks, fast/past, will/fill, wake/cake, cry/fly*. You may also play the game with words that have the same beginning sound, ending sound, or middle sound.

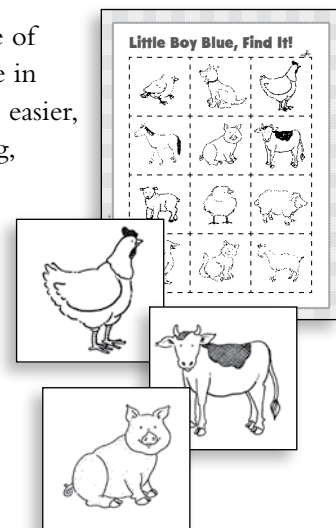
Working on the Farm Explain to children that Little Boy Blue’s job is to watch the sheep, cows, and other animals on the farm and to keep them from eating crops such as corn. Then, ask children if Little Boy Blue did his job and what happened. (*No, he didn’t do his job because he fell asleep. The animals wandered off into places they shouldn’t have.*) Discuss other jobs someone might have on a farm. Then ask children to complete the sentence below with their favorite farm job and illustrate it for a class Big Book.

I milk cows on the farm.

Two Words in One Write the word *haystack* on the chalkboard or on chart paper. Show children how this word is made up of two words, *hay* . . . *stack*. Discuss how the two word parts help them understand the meaning of the whole word, “a stack of hay.” Make a list of compound words, say each word aloud, and have children identify the two smaller words and the meaning of the whole word. Here are some words to begin with: *popcorn, sunflower, bluebird, airplane, backpack, baseball, classroom, cowboy, cornfield, farmhouse, goldfish, mailbox, notebook, pancake, playground, raincoat, snowman, spaceship*. Then play a guessing game in which you say the first part of the word and children guess the rest of the compound word. Also, brainstorm other compound words with the class.

Find It! Give each child a set of the farm animal picture cards on page 41. Say the name of each picture (*cow, sheep, horse, pig, duck, lamb, hen, chick, goat, dog, cat, bird*). Then, play a game in which children find the picture card using the clues that you describe. To make the game easier, you might instruct them to look at only three cards at a time. Provide clues for beginning, middle, and ending sounds. See samples below.

	I begin like /sh/. I end like /p/. I rhyme with <i>peep</i> .
	I begin with the same beginning sound as <i>like</i> . I have the same middle sound as <i>ran</i> .



Little Boy Blue, Find It!

